

DEVELOPMENT OF STUDENTS' SELF-REGULATED LEARNING STRATEGIES IN EXTENSIVE LISTENING CLASS

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Abstract

The study investigates students' development of self-regulated learning strategies in the Extensive Listening course in the Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga. Ninety seven students from four Extensive Listening classes in semester two, academic year 2015-2016 were asked to fill the four-type Likert Scale questionnaires at the beginning and at the end of the semester. The questions were divided into six categories such as planning and managing time, organizing learning, rehearsing listening, coding information strategically, establishing productive study environment, and using social resources. The study found that there did not seem to be any significant development in the use of those self-regulated learning strategies as the result showed that there were no significant changes from pre- to post-questionnaire. The second finding is that the category coding information strategically is the most rarely used by the students in this study. The third finding is that they need the help from others (especially peers) to make a better understanding about the material. However, the study is limited by lack of information in strategies used by the students. Therefore, further research could be conducted using questionnaire and interview to reveal the strategies used by students.

Key words: self-regulated learning, extensive listening, listening strategies